

## **CHAPTER IV**

### **RESULTS AND DISCUSSION OF RESEARCH**

In this chapter, the research of field study will be discussed starting from how the interference of Madurese language and the factors that cause interference. The data obtained from observation, interview and documentation. Data from the research results will be analyzed descriptively and will be classified based on research problems.

#### **A. Research Findings**

The findings obtained in this research are purely from the results of observations, interviews and documentation which were carried out on 02 until 04 December 2023. In this research, data was obtained from observations during performance events, then the researcher recorded a video of a student's performance including speech, story telling and poetry.

After the data was collected in video form, the researcher listened to the results of the video and then wrote them to make a transcript. After it was in the form of a transcript, the researcher watched and listened again to the student's performance in the video, then made a list of words searched for phonetics using the Oxford Learner's Dictionary. To determine whether or not interference occurred in each word, the researchers compared the standard form of phonetic transcription (using Oxford Learner's Dictionary) with the phonetic transcription spoken by Engenia Students during performance.

## **1. The Interference of Madurese Language to The Students Speaking Performance In Engenia English Club at Annuqayah Islamic Boarding School**

Researchers found 75 words in which each word spoken by the student's of performance participant. All of the word where interference occurs are identified, then the data is presented in table form which has been grouped into several categories.

However, the researchers classified the interference that occurred by Madurese speakers into 4 parts, that is: Sound Addition, Sound Replacement, Sound Omission and Sound Combination. The results of the phonological interference carried out by the students below include vowels, diphthongs and consonants.. The data analysis below is in the form of a phonetic study of the findings obtained during the research, then the data obtained will be analyzed and described.

### **a. Sound Addition**

**Table 4.1 Sound Addition**

<b>Word</b>	<b>Phonetic Transcription</b>	<b>Finding</b>	<b>Phoneme Addition</b>

Almighty	/ɔ:lmaɪti/ <sup>1</sup>	/ɔ:lmaɪg <sup>h</sup> ti/	Adding phoneme [g]+[h]
Course	/kɔ:s/ <sup>2</sup>	/kɔ:rs/	Adding Phoneme [r]
Metal	/metl/ <sup>3</sup>	/metɪl/	Adding Phoneme [ɪ]
Wrong	/rɒŋ/ <sup>4</sup>	/wɒrɒŋ/	Adding Phoneme [w]
Better	/betə(r)/ <sup>5</sup>	/betʃə(r)/	Adding Phoneme [ʃ]

Sound addition is adding or duplicating a phoneme to syllable which cause interference. The interference that occurs in addition of sound, which includes the addition of phoneme; vowel and consonant. The word “metal” includes vowel adding because there was an addition of the vowel [ɪ]. Besides that, the word “almighty”, “course”, “wrong” and “better” includes consonant adding, because in the word “almighty” there was an addition of consonant [g]+[h], “course” there was an addition of consonant [r], “wrong” there was an

<sup>1</sup> Database Right Oxford University Press, Oxford Learners Pocket Dictionary (Oxford University Press: 2008)p. 11

<sup>2</sup> Database Right Oxford University Press.,p. 100

<sup>3</sup> Database Right Oxford University Press.,p. 277

<sup>4</sup> Database Right Oxford University Press.,p. 516

<sup>5</sup> Database Right Oxford University Press.,p. 36

addition of consonant [w], and the word “better” there was an addition of consonant [ʃ]. So, from this findings in each word there is phonological interference, due to the addition of vowel sounds and consonant sounds

### b. Sound Replacements

**Table 4.2 Sound Replacement**

<b>Word</b>	<b>Phonetic Transcription</b>	<b>Finding</b>	<b>Phoneme Replacements</b>
Prophet	/ˈprɒfɪt/ <sup>6</sup>	/ˈprɒpɪt/	Replace phoneme [f] become [p] Replace phoneme [ɪ] become [e]
Sure	/ʃʊ:(r)/ <sup>7</sup>	/ʃe:(r)/	Replace phoneme [ʊ] become [e]

<sup>6</sup> Database Right Oxford University Press.,p. 355

<sup>7</sup> Database Right Oxford University Press.,p. 446

But	/bət/ <sup>8</sup>	/bʌt/	Replace phoneme [ə] become [ʌ]
Perhaps	/pə'hæps/ <sup>9</sup>	/pə'heps/	Replace phoneme [æ] become [e]
Applay	/ə'plai/ <sup>10</sup>	/ə'plei/	Replace phoneme [aɪ] become [eɪ]
Imagine	/ɪ'mædʒɪn/ <sup>11</sup>	/ɪ'medʒɪn/	Replace phoneme [æ] become [e]
Design	/dɪ'zɑːm/ <sup>12</sup>	/dɪ'sɑːm/	Replace phoneme [z]

<sup>8</sup> Database Right Oxford University Press.,p. 55

<sup>9</sup> Database Right Oxford University Press.,p. 326

<sup>10</sup> Database Right Oxford University Press.,p. 17

<sup>11</sup> Database Right Oxford University Press.,p. 220

<sup>12</sup> Database Right Oxford University Press.,p. 121

			become [s]
Politics	/pɒlətiks/ <sup>13</sup>	/pɒlətiks/	Replace phoneme [ɒ] become [ɔ]
Fast	/fa:st/ <sup>14</sup>	/fæst/	Replace phoneme [a] become [æ]
Obstacle	/'ɒbstəkl/ <sup>15</sup>	/'ɒbsteɪkl/	Replace phoneme [ə] become [eɪ]
Obtained	/əbteɪnd/ <sup>16</sup>	/ɒbtəɪnd/	Replace phoneme [ə] become [ɒ]  Replace phoneme [eɪ]

<sup>13</sup> Database Right Oxford University Press.,p. 340

<sup>14</sup> Database Right Oxford University Press.,p. 161

<sup>15</sup> Database Right Oxford University Press.,p. 301

<sup>16</sup> Ibid.,301

			become [aɪ]
Fought	/fɔ:t/ <sup>17</sup>	/fɔ:f/	Replace phoneme [t] become [f]
Established	/ɪ'stæblɪd/ <sup>18</sup>	/e'stəblɪd/	Replace phoneme [ɪ] become [e]  Replace phoneme [æ] become [a]
As	/əz/ <sup>19</sup>	/ʌs/	Replace phoneme [ə] become [ʌ]  Replace phoneme [z] become [s]

<sup>17</sup> Database Right Oxford University Press.,p. 165

<sup>18</sup> Database Right Oxford University Press.,p. 150

<sup>19</sup> Database Right Oxford University Press.,p. 20

Own	/əʊn/ <sup>20</sup>	/aʊn/	Replace phoneme [əʊ] become [aʊ]
Once	/wʌns/ <sup>21</sup>	/wʌɪs/	Replace phoneme [n] become [ɪ]
Thought	/θɔ:t/ <sup>22</sup>	/θɔ:f/	Replace phoneme [t] become [f]
Emancipation	/ɪ'mænsɪ'peɪʃn/ <sup>23</sup>	/emansɪ'peɪʃn/	Replace phoneme [ɪ] become [e]  Replace phoneme [æ] become [a]

<sup>20</sup> Database Right Oxford University Press.,p. 313

<sup>21</sup> Database Right Oxford University Press.,p. 304

<sup>22</sup> Database Right Oxford University Press.,p. 461

<sup>23</sup> Database Right Oxford University Press.,p. 145



Woman	/wʊmən/ <sup>24</sup>	/wʊmʌn/	Replace phoneme [ə] become [ʌ]
Knowledge	/nɒlɪdʒ/ <sup>25</sup>	/nɔəlɪdʒ/	Replace phoneme [ɒ] become [ɔə]
Equal	/i:kwəl/ <sup>26</sup>	/e:kwəl/	Replace phoneme [i] become [e]  Replace phoneme [ə] become [a]
Journey	/dʒɜ:ni/ <sup>27</sup>	/dʒɜ:ni/	Replace phoneme [ɜ] become [ɒ]

<sup>24</sup> Database Right Oxford University Press.,p. 512

<sup>25</sup> Database Right Oxford University Press.,p. 245

<sup>26</sup> Database Right Oxford University Press.,p. 149

<sup>27</sup> Database Right Oxford University Press.,p. 240

Shelter	/ʃeltə(r)/ <sup>28</sup>	/ʃelðə(r)/	Replace phoneme [t] become [ð]
Pretend	/prɪtend/ <sup>29</sup>	/pretənd/	Replace phoneme [ɪ] become [e]  Replace phoneme [e] become [ə]
Soul	/səʊl/ <sup>30</sup>	/sɔʊl/	Replace phoneme [əʊ] become [ɔʊ]
Could	/kəd/ <sup>31</sup>	/kʊd/	Replace phoneme [ə]

<sup>28</sup> Database Right Oxford University Press.,p. 405

<sup>29</sup> Database Right Oxford University Press.,p. 348

<sup>30</sup> Database Right Oxford University Press.,p. 424

<sup>31</sup> Database Right Oxford University Press.,p. 99

			become [ʊ]
World	/wɜ:lɪd/ <sup>32</sup>	/rɔ:lɪd/	Replace phoneme [w] become [r] Replace phoneme [ɜ] become [ʊ]
Gentleman	/dʒentlmən/ <sup>33</sup>	/dʒentlmən/	Replace phoneme [ə] become [e]
Country	/'kʌntri/ <sup>34</sup>	/kɒntri/	Replace phoneme [ʌ] become [ɒ]
Life	/laɪf/ <sup>35</sup>	/leɪf/	Replace phoneme [aɪ] become [e]

<sup>32</sup> Database Right Oxford University Press.,p. 514

<sup>33</sup> Database Right Oxford University Press.,p. 184

<sup>34</sup> Database Right Oxford University Press.,p. 100

<sup>35</sup> Database Right Oxford University Press.,p. 254

Without	/wɪˈðaʊt/ <sup>36</sup>	/wɪˈðɒt/	Replace phoneme [aʊ] become [ɒ]
About	/əˈbaʊt/ <sup>37</sup>	/əˈbɒt/	Replace phoneme [aʊ] become [ɒ]
Movement	/muːvmənt/ <sup>38</sup>	/mɒːvmənt/	Replace phoneme [u] become [ɒ]
Open	/əʊpən/ <sup>39</sup>	/juːpən/	Replace phoneme [əʊ] become [ju]
Responsible	/rɪˈspɒnsəbl/ <sup>40</sup>	/reˈspɒnsɪbl/	Replace phoneme [ɪ] become [e]

<sup>36</sup> Database Right Oxford University Press.,p. 512

<sup>37</sup> Database Right Oxford University Press.,p. 01

<sup>38</sup> Database Right Oxford University Press.,p. 287

<sup>39</sup> Database Right Oxford University Press.,p. 305

<sup>40</sup> Database Right Oxford University Press.,p. 376

			replace phoneme [ə] become [ɪ]
Result	/rɪ'zʌlt/ <sup>41</sup>	/re'səlt/	Replace phoneme [ɪ] become [e] Replace phoneme [z] become [s] Replace phoneme [ʌ] become [ə]

Sound replacement are common among second language learners because as language skills develop they continually encounter words containing sounds they are unfamiliar. Therefore, replacing unfamiliar sound with more familiar sound to be their strategy in producing these sound. Sound replacement constitutes the majority of phonological interference made by speakers. This phonological interference is characterized by changes in the pronunciation of phonemes in standard English.

#### 1) Replacement of Vowel Sounds

<sup>41</sup> Database Right Oxford University Press.,p. 377

In this part, phonological interference that occurs is the replacement of vowel sounds. Based on the data in the table above, in the word “sure” the [ɔ] sound replaced by the [e] sound, “but” the [ə] sound replaced by the [ʌ] sound, “fast” the [a] sound replaced by the [æ] sound, “perhaps” the [æ] sound replaced by the [e] sound, “movement” the [u] sound replaced by the [ɒ] sound, “responsible” the [ɪ] sound replaced by the [e] sound, and the [ə] sound replaced by the [ɪ] sound, “imagine” the [æ] sound replaced by the [e] sound, “politics” the [ɒ] sound replaced by the [ɔ] sound, “established” the [ɪ] sound replaced by the [e] sound, and [æ] sound replaced by the [a] sound.

Besides that, in the word “emancipation” the [ɪ] sound replaced by the [e] sound and the [æ] sound replaced by the [a] sound, “woman” the [ə] sound replaced by the [ʌ] sound, “gentelman” the [ə] sound replaced by the [e] sound, “equal” the [ɪ] sound replaced by the [e] sound and the [ə] sound replaced by the [a] sound, “journey” the [ɜ] sound replaced by the [ɒ] sound, “pretend” the [i] sound replaced by the [e] sound and the [e] sound replaced by the [ə] sound, “country” the [ʌ] sound replaced by the [ɒ] sound, “could” the [ə] sound is replaced by the [ʊ] sound. The explanation above are forms of phonological interference that occur due to the replacement of vowel sounds in each word.

## 2) Replacement of Consonant Sounds

Apart from replacing vowel sounds, there are also replacing consonant sounds. The following are a description of the data from the researchers' findings. [z] sound is replaced by [s] sound found in word "design", [t] sound is replaced by [f] sound found in the word "fought" and "thought", [t] sound is replaced by [ð] sound found in the word "shelter". The words "design", "fought", "thought" and "shelter" are called phonological interference because in every word spoken by speaker there is a change from standard English, this is marked by the replacement of consonant sounds.

### 3) Replacement of Diphthong Sounds

In phonological interference that occurs when phonemes are replaced, apart from the replacement of vowel and consonant sounds, researchers also found several words where phonological interference occurred due to the replacement of diphthong sounds. Including: the word "apply" the [aɪ] sound is replaced by the [eɪ] sound, "own" the [əʊ] sound is replaced by the [aʊ] sound, "obtained" the [eɪ] sound is replaced by the [aɪ] sound, "soul" the [əʊ] sound is replaced by the [ɔʊ] sound.

### 4) Replacement a Combination of Vowel, Consonants and Diphthong Sounds

Apart from replacing the sounds of the three phonemes; vowel, diphthong and consonant, researchers also found a combination of replacement between vowel and consonant sounds and replacement between vowel and diphthong sound. The explanation is as follows: in the word "prophet" there are two sound replacements, the first is replacement consonant

sound, [f] sound replaced by [p] sound. The second is replacement vowel sound, [i] sound replaced by [e] sound. The word “As” also there are two replacement. The first is [æ] sound replaced by [ʌ] sound and [z] sound replaced by [s] sound. The word “result” there are three replacement, for the first [i] sound replaced by [e] sound, second [ʌ] sound replaced by [æ] sound, and the third [z] sound replaced by [s] sound. In word “world” the [w] sound replaced by [r] sound, while the [ɜ] sound replaced by the [ɔ] sound.

Replacement vowel sound [æ] are replaced by the diphthong sound [ei], this replacement was found in the word “obstacle”. Replacement vowel sound [ɒ] are replaced by the diphthong sound [ɔæ], this is found in the word “knowledge”. Replacement diphthong sound [aɪ] are replaced by [e] sound, this is found in the word “life”. Replacement diphthong sound [aʊ] are replaced by [ɒ] sound, this is found in the word “without” and “about”, replacement diphthong sound [əʊ] are replaced by [ju] sound. The description above is phonological interference caused by the replacement of phoneme combinations.

### c. Sound Omission

**Table 4.3 Sound Omission**



<b>Word</b>	<b>Phonetics Transcription</b>	<b>Finding</b>	<b>Phoneme Omission</b>
Attend	/ə'tend/ <sup>42</sup>	/ə'ten/	Omitted phoneme [d]
Important	/ɪm'pɔ:tnt/ <sup>43</sup>	/ɪm'pɔ:tn/	Omitted phoneme [t]
Which	/wɪtʃ/ <sup>44</sup>	/wɪʃ/	Omitted phoneme [t]
Late	/leɪt/ <sup>45</sup>	/let/	Omitted phoneme [t]
Obligation	/ɒbli'geɪʃn/ <sup>46</sup>	/ɒbli'geʃn/	Omitted phoneme [ɪ]

<sup>42</sup> Database Right Oxford University Press.,p. 23

<sup>43</sup> Database Right Oxford University Press.,p. 221

<sup>44</sup> Database Right Oxford University Press.,p. 506

<sup>45</sup> Database Right Oxford University Press.,p. 248

<sup>46</sup> Database Right Oxford University Press.,p. 300

Fortune	/fɔ:tʃu:n/ <sup>47</sup>	/fɔ:tu:n/	Omitted phoneme [ʃ]
Laid	/leɪd/ <sup>48</sup>	/led/	Omitted phoneme [ɪ]
Imagined	/ɪmædʒɪnd/ <sup>49</sup>	/ɪmædʒɪd/	Omitted phoneme [n]
Shocked	/ʃɒkəd/ <sup>50</sup>	/ʃɒk/	Omitted phoneme [ə] and [d]
Participate	/pɑ:'tɪsɪpeɪt/ <sup>51</sup>	/pɑ:'tɪsɪpet/	Omitted phoneme [ɪ]
Society	/sə'saɪəti/ <sup>52</sup>	/sə'saɪti/	Omitted phoneme [ə]
Education	/edʒu'keɪʃn/ <sup>53</sup>	/edu'keɪʃn/	Omitted phoneme

<sup>47</sup> Database Right Oxford University Press.,p. 175

<sup>48</sup> Database Right Oxford University Press.,p. 249

<sup>49</sup> Database Right Oxford University Press.,p. 220

<sup>50</sup> Database Right Oxford University Press.,p. 406

<sup>51</sup> Database Right Oxford University Press.,p. 318

<sup>52</sup> Database Right Oxford University Press.,p. 421

			[ʒ]
Rich	/rɪʃ/ <sup>54</sup>	/rɪʃ/	Omitted phoneme [t]
Genuine	/dʒenju:n/ <sup>55</sup>	/dʒenju:/	Omitted phoneme [ɪ] and [n]

Sound omission is the reduction of actual sound (phoneme) by second language learners and it can cause interference. The third phonological interference is characterized by the omission of phonemes from each word spoken by the speaker. In the omission of phoneme the researchers found that there are three omission of phonemes, including:

#### 1) The Omission of Vowel Sounds

Based on the table above, there are some word that occurs the omission of vowel sound. In the word “society” omitted the phoneme [ə], and in the word “participate”, “late”, and “obligation” omitted the phoneme [ɪ].

#### 2) The Omission of Consonant Sounds

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<sup>53</sup> Database Right Oxford University Press.,p. 143

<sup>54</sup> Database Right Oxford University Press.,p. 379

<sup>55</sup> Database Right Oxford University Press.,p. 184

Other omission phonemes is the omission of consonant. The following is an explanation of the research findings listed in the table above. The word “attend” omitted the phoneme, the word “important”, “which”, “late”, “rich” omitted phoneme [t], “fortune” omitted phoneme [f], “imagined” omitted phoneme [n], “society” omitted phoneme [ə], “education” omitted phoneme [ʒ].

### 3) The Omission of Combination the Vowel and Consonant Sounds

For the last type of omission of phoneme is the omission of combination of vowel and consonant sounds. The combination of vowel and consonant sound are found in the word “shocked”, because the speakers omitted the phoneme [ə] and phoneme [d], and found in the word “genuine”, because omitted the phoneme [ɪ] and phoneme [n].

#### d. Sound Combination

**Table 4.4 Sound Combination**

<b>Word</b>	<b>Phonetics Transcription</b>	<b>Finding</b>	<b>Phoneme Combination</b>
Guide	/gaɪd/ <sup>56</sup>	/gʊɪd <sup>h</sup> /	Adding phoneme [h]

<sup>56</sup> Database Right Oxford University Press.,p. 197

			Replace phoneme [aɪ] become [uɪ]
Although	/ɔ:lðəʊ/ <sup>57</sup>	/ɔ:lðɔəf/	Adding phoneme [f] Replace phoneme [əʊ] become [ɔə]
Innards	/ɪnərdz/ <sup>58</sup>	/ɪnnərdz/	Adding phoneme [n]+[r] Replace phoneme [ə] become [a]
Precious	/preʃəs/ <sup>59</sup>	/preʃiʊ:s/	Adding phoneme [j]+[u] Replace phoneme [ʃ] become [s] and [ə] become [ɪ]
Honoured	/'ɒnə(r)d/ <sup>60</sup>	/hɒnɒ(r)d/	Adding phoneme

<sup>57</sup> Database Right Oxford University Press.,p. 12

<sup>58</sup> Database Right Oxford University Press.,p. 229

<sup>59</sup> Database Right Oxford University Press.,p. 345

			[h] Replace phoneme [ə] become [ɪ]
Highest	/haɪəst/ <sup>61</sup>	/heɪst/	Adding phoneme [g] Replace phoneme [aɪ] become [e]
Extremely	/ɪkstri:mli/ <sup>62</sup>	/ekstreməli/	Adding phoneme [ə] Replace phoneme [i] become [e] and [i] become [e] too
Realize	/ri:əlaɪz/ <sup>63</sup>	/ri:alaɪz/	Replace phoneme [ə] become [a]  Omit phoneme [a]

<sup>60</sup> Database Right Oxford University Press.,p. 213

<sup>61</sup> Database Right Oxford University Press.,p. 209

<sup>62</sup> Database Right Oxford University Press.,p. 157

<sup>63</sup> Database Right Oxford University Press.,p. 366

Roles	/rəʊls/ <sup>64</sup>	/ruls/	Omit phoneme [ə] Replace phoneme [ʊ] become [u]
Chores	/tʃɔ:(r)s/ <sup>65</sup>	/kɔ:(r)s/	Replace phoneme [t] become [k] Omit phoneme [ʃ]
Out	/aʊt/ <sup>66</sup>	/ʌt/	Replace phoneme [a] become [ʌ] Omit phoneme [ʊ]
Occupied	/ɒkjupaɪəd/ <sup>67</sup>	/ɒkjupɪd/	Replace phoneme [aɪ] become [ɪ] Omit phoneme [ə]
Ridiculed	/rɪdɪkjʊ:ld/ <sup>68</sup>	/rɪdɪkʊld/	Omit phoneme [j] Replace phoneme [u] become [ʊ]

<sup>64</sup> Database Right Oxford University Press.,p. 383

<sup>65</sup> Database Right Oxford University Press.,p. 72

<sup>66</sup> Database Right Oxford University Press.,p. 309

<sup>67</sup> Database Right Oxford University Press.,p. 301

<sup>68</sup> Database Right Oxford University Press.,p. 380

Violate	/vaɪəleɪt/ <sup>69</sup>	/vɪələt/	Omit phoneme [a] Replace phoneme [ə] become [ɒ] and phoneme [eɪ] become [ə]
Females	/fi:meɪls/ <sup>70</sup>	/fe:mels/	Replace phoneme [i] become [e] Omit phoneme [ɪ]
Superior	/su:pɪəriə(r)/ <sup>71</sup>	/su:pəriɒ(r)/	Omit phoneme [ɪ] Replace phoneme [ə] become [ɒ]
Superiority	/su:pɪəri'bræti/ <sup>72</sup>	/sə:pəri'brɪti/	Replace phoneme [u] become [ə] Omit phoneme [ɪ] Replace phoneme

<sup>69</sup> Database Right Oxford University Press.,p. 494

<sup>70</sup> Database Right Oxford University Press.,p. 163

<sup>71</sup> Database Right Oxford University Press.,p. 446

<sup>72</sup> Ibid.,446



			[ə] become [ɪ]
Domain	/dəʊ'meɪn/ <sup>73</sup>	/dɒmen/	Replace phoneme [ə] become [ɒ] Omit phoneme [u] Replace phoneme [eɪ] become [e]
Embrassing	/ɪm'bræsɪŋ/ <sup>74</sup>	/ɪm'brassɪŋ/	Omit phoneme [æ] Replace phoneme [ə] become [a] Adding phoneme [s]
Opportunity	/ɒpə'tju:nəti/ <sup>75</sup>	/ɒppɒ(r)tuniti/	Adding phoneme [p]and [r] Replace phoneme [ə] become [ɒ] and replace [ə] become [ɪ] and Omit

<sup>73</sup> Database Right Oxford University Press.,p. 132

<sup>74</sup> Database Right Oxford University Press.,p. 145

<sup>75</sup> Database Right Oxford University Press.,p. 306

			phoneme [j]+[u]
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In this type the interference occurs in sound combination. Sound combination is in each word spoken by second language learners there is a sound addition sound replacement and sound omission therefore it is called a sound combination.

- 1) The researchers found combination between sound addition and replacement at some word, they are: In the word “guide” there is an addition of vowel [h] sound and replace the diphthong [ai] become [ui] sound, “although” there is an addition of vowel [f] sound and replace the diphthong [əʊ] become [ɔə] sound. In word “innards” there is an addition of consonant [n]+[r] and replace the vowel [ə] become [a] sound. “Precious” adding consonant [j]+[u] and replace the consonant [ʃ] become [s] and replace vowel [ə] become [i] sound. “Honoured” adding consonant [h] and replace the vowel [ə] become [ɒ] sound. “Highest” adding consonant [g] sound and replace vowel [i] become [e] sound replace vowel [i] become [e] sound again.
- 2) For the next is the interference that occurs in combination of sound replacement and sound omission. In this case will be displayed in the table above, including: The word “realize” the speakers replaced vowel [ə] become [a] sound and omitted the vowel [a] sound, “roles” the speakers omitted vowel [ə] and replaced vowel [ʊ] become [u] sound, “chores” the

speakers replaced consonant [t] become [k] and omitted consonant [ʃ] sound, “out” the speakers replaced vowel [a] become [ʌ] sound and omitted vowel [u]. And then in the word “occupied” replaced diphthong [aɪ] become vowel [i] sound and omitted vowel [ə], “ridiculed” omitted consonant [j] and replaced vowel [u] become [ʊ], “violate” omitted vowel [a] and replace vowel [ə] become [ɒ] and replaced diphthong [eɪ] become vowel [ə], “females” replaced vowel [i] become [e] and omitted vowel [ɪ]. Next in the word “superior” omitted vowel [ɪ] and replaced vowel [ə] become [ɒ] sound, “superiority” replaced vowel [u] become [ə] sound and omitted vowel [ɪ] and replaced vowel [ə] become [i], and the last in the word “domain” replaced vowel [ə] become [ɒ], omitted vowel [ʊ] and replaced diphthong [eɪ] become vowel [e] sound.

- 3) The last interference occurs in the combination of sound addition, sound replacement and sound omission. In this type only there are two words that occur interference, namely in the word “embarrassing” and “opportunity”. In the word “embarrassing” the speakers omitted diphthong [æ] sound, replaced vowel [ə] become [a] sound and added consonant [s] sound. While in the word “opportunity” the speakers added consonant [p]+[r], replaced vowel [ə] become [ɒ], replaced vowel [ə] become [i] and omitted consonant [j] and vowel [u] sound.

To find out how the interference occurs in the students speaking performance of Engenia English Club, apart from taking the data based on

observations, the researcher also took the data from interviews. This way done the strengthen findings related to interference carried out by Engenia students. Belows are the results of interviews with English tutors at Engenia English Club which supportthe results of observations, including:

**a. The Interference of Madurese Language to the Students  
Speaking Performance in Engenia English Club**

To find out the interference made by Engenia students during performance, researchers asked questions related to this. Following are the answers from the English tutors at Engenia.

“Madurese language interference can play a role in creating errors or deviations from language norms regarding students’ speaking abilities at Engenia. This happens because of the influence of the mother’s tongue system during the second language learning process”.<sup>76</sup>

“The background of Engenia students is that the first language they are exposed to is Madurese. Madurese is one of the factors that causes vocabulary pronunciation to be less precise in English. The accent that appears when they speak (performance) is still thick with the Madurese accent. For example “In terms of his accent, it seems drawn out like Madurese pronunciation. Apart

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<sup>76</sup> Wirdiana, English Tutor in Engenia English Club at Annuqayah Islamic Boarding School, Interview by Whatsapp (January 23, 2024) at 08:10 am

from that, another thing that we can get in the performance is several Madurese vocabulary affixes such as: eee, anuh and etc”.<sup>77</sup>

“As far as my observations are concerned. For those who are diligent in the field of English. There are no obstacles to their ability to apply English. Whether in terms of playing, writing or listening. However, for those who use English language institutions as a reference for “pride yourself in the sense of not really wanting to learn. Of course there are a lot of difficulties in applying it. Especially when kicking. They often pronounce vocabulary that doesn’t match the proper pronunciation”.<sup>78</sup>

Based on the answers from several informants, it can be concluded that this interference occurs due to the influence of the mother tongue system during the second language learning process.

#### **b. The Forms of Interference that Occurs in Madurese Language to the Students Speaking Performance in Engenia English Club**

Apart from that, in order to strengthen the findings regarding interference made by students, the researchers also asked questions regarding the forms of interference made by Engenia students during performance. This is the answers from the English tutors:

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<sup>77</sup> Sulistiawati, English Tutor in Engenia English Club at Annuqayah Islamic Boarding School, Interview by Whatsapp (January 23, 2024) at 09:30 am

<sup>78</sup> Ainiyah, English Tutor in Engenia English Club at Annuqayah Islamic Boarding School, Interview by Whatsapp (January 23, 2024) at 07:06 am

- 1) “Madurese sounds tend to be loud, while English sounds tend to be unique”. She gives an example:

<b>Word</b>	<b>Madurese Pronunciation</b>	<b>English Pronunciation</b>
Open	/op'en/	/'əpən/
Yes	/eyyes/	/jes/
No	/enno/	/nəʊ/

- 2). “Consonant in Madurese are still read, while in English some are not read”. For example:

<b>Word</b>	<b>Madurese Pronunciation</b>	<b>English Pronunciation</b>
Writing	/wraitɪŋ/	/'raɪtɪŋ/

3). “Word Repetation”. Example:

<b>Madurese</b>	<b>English</b>
King- walking	Take a walk

4). “English translated into Madura”.<sup>79</sup>Example:

<b>English</b>	<b>Madurese</b>
Poor man	Reng phurmain
Love Bird	Manuk labet

Meanwhile, according to Mrs. S “There are 2 forms of interference, namely:

- a. The English pronunciation is inaccurate, and can damage the intended meaning because of the additional Madurese vocabulary.
- b. The sound/pronunciation accent resembles Madurese (pulled).

While according to Mrs. A ” From my daily observations, one of the forms of Madurese language interference with the speaking performance of students

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<sup>79</sup> Wirdiana, Interview by Whatsapp (January 23, 2024) at 08:10 am

at Engenia is not being able to pronounce focal sounds correctly. Maybe this happens because the many vowels in Madurese are not the same as the vowels in English. So it makes it difficult them in pronouncing it”.<sup>80</sup>

Mrs.W said that there were 4 forms of interference, whereas according to Mrs. S there were two forms of interference, and the form of interference carried out by Engenia students during their performance according to Mrs. A is unable to pronounce vowel in English because the vowels are different from Madurese.

## **2. The Factors That Causes the Interference of Madurese Language to the Students Speaking Performance in Engenia English Club at Annuqayah Islamic Boarding School**

In this case the researcher will discuss the factors that cause Madurese language interference with students’ speaking performance at the Engenia English Club at the Annuqayah Islamic Boarding School. Data was obtained through interviews with English tutors at the Engenia English Club. The results of the interview will be described in detail based on the theory put forward by Weinreich regarding the factors that cause first language interference in the book with the title *Sosiolinguistik* in discussion section. The following are some result of interview with several English tutors at Engenia English Club:

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<sup>80</sup> Ainiyah, Interview by Whatsapp (January 23, 2024) at 07:06 am



### **a. Bilingualism of Speakers**

The researcher asked questions related to bilingualism of speakers, because based on the theory put forward by Weinreich, bilingualism of speakers is the main factor in the occurrence of interference. Following are the answers from the English tutor:

“Yes. Because in a person who is bilingual it will cause a process of language contact, namely the process of changing languages which occurs repeatedly, so that there is a condition where the speaker is unable to differentiate or separate the elements of the two languages. Over which he controls”.<sup>81</sup>

“The bilingualism of speakers also has an influence on the occurrence of interference between these two languages, namely Madurese and English, in speaking performance at Engenia. Because the majority of Engenia students or members practice this bilingualism, due to their background, which does not use English in every communication. The day. So it is not surprising if their English pronunciation follows or is the same as their accent when speaking Madurese”.<sup>82</sup>

“Yes. Because the inherent bilingualism in the speaker can cause language interference. Therefore, in the students’ kicking performance, the Madute

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<sup>81</sup> Wirdiana, Interview by Whatsapp (January 23, 2024) at 08:10 am

<sup>82</sup> Sulistiawati, Interview by Whatsapp (January 23, 2024) at 09:30 am

accent seems thicker than their speaking pronunciation. This happens because of the language contact that exists in bilingual speakers”.<sup>83</sup>

According to all of informants, bilingualism of speakers influences the occurrence of interference by Engenia students during performance. So, bilingualism of speakers is a factor in this interference.

#### **b. The Thin Loyalty of the Recipient Language Users**

The next question is related to the thin loyalty of the recipient language users. This is the answers from the English tutor:

According to Mrs. W “well, because the recipient speaker’s loyalty is low, this tends to give rise to a less positive attitude. This is due to the speaker’s low ability or knowledge of the rules of the second language, thus causing neglect of language rules”.<sup>84</sup>

As stated by Mrs. W, Mrs. S also believes that “It could also be said that the thin loyalty of their interlocutors is one of the causes, because the majority of their interlocutors are fellow club members either from the same or different complexes. And when analyzed further, we will also find this to happen “This interference too. However, there are also some others who can already differentiate the accent and pronunciation between Madurese and

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<sup>83</sup> Ainiyah, Interview by Whatsapp (January 23, 2024) at 07:06 am

<sup>84</sup> Wirdiana, Interview by Whatsapp (January 23, 2024) at 08:10 am

English, especially for those who are seniors and often speak English in their daily activities”.<sup>85</sup>

Meanwhile Mrs. A “In my opinion yes. In Engenia, the factor behind their lack of fluency in speaking is because they prioritize speaking Madurese due to their lack of memorizing vocabulary rather than using English. The disloyalty that exists in them can cause language interference specifically in speaking times, either in their daily lives or during Engenia students’ performance”.<sup>86</sup> They answered yes, because their disloyalty to the target language caused language interference.

### **c. Insufficient Vocabulary in the Recipient’s Language**

For the next question is about insufficient vocabulary in the recipient’s language. Below are their answer:

“Yes, because if the individual does not have sufficient vocabulary to interact, then they will borrow or use vocabulary from their mother tongue, so that they will produce a new concept in the language they speak”.<sup>87</sup>

“Because the interlocutors or recipients are not necessarily those who also understand or learn English, the lack of vocabulary can also be the cause of this interference between English and Madurese”.<sup>88</sup>

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<sup>85</sup> Sulistiawati, Interview by Whatsapp (January 23, 2024) at 09:30 am

<sup>86</sup> Ainiyah, Interview by Whatsapp (January 23, 2024) at 07:06 am

<sup>87</sup> Wirdiana, Interview by Whatsapp (January 23, 2024) at 08:10 am

<sup>88</sup> Sulistiawati, Interview by Whatsapp (January 23, 2024) at 09:30 am

“In my opinion it certainly influences it. Because for those who enrich their vocabulary it will be easy to apply it both in terms of speaking, writing and listening. Source languages such as Madurese will be a complement for those who have minimal vocabulary. So it can cause Madurese language interference into Engenia students’ speaking “Not only in everyday life, even when performing, things like this will happen if they don’t have enough vocabulary”.<sup>89</sup>

In learning English, a student must have a broad vocabulary related to English, but if their vocabulary is small, this can lead to interference. Therefore, they answered that the insufficient vocabulary in the recipient’s language was a factor causing the interference by Engenia students during performance.

#### **d. Eliminate Words that are Rarely Used**

Vocabulary is the basis that must be learned for second language learners. This can be seen from several answers from English tutors regarding the eliminated words (vocabulary) that are rarely used.

“Yes, because vocabulary is rarely used, over time it can be lost, so that the vocabulary mastered by the speaker will decrease, and this will affect the ability to pronounce the language”.<sup>90</sup>

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<sup>89</sup> Ainiyah, Interview by Whatsapp (January 23, 2024) at 07:06 am

<sup>90</sup> Wirdiana, Interview by Whatsapp (January 23, 2024) at 08:10 am

In line with Mrs. W, Mrs. S said “This is also one of the obstacles in the practice of English communication, especially for Engenia students who are permanent members of the Engenia club which aims to develop interest, talent and understanding of English. So awareness and encouragement is needed from several parties, especially those who have influence. It’s just like a caregiver or club administrator, how to ensure that the vocabulary they already know and understand can develop and not just disappear by practicing how to communicate, of course, according to the correct pronunciation and accent to minimize the occurrence of interference”.<sup>91</sup>

Apart from that, Mrs. A also opined, “It could say yes, because those who are only part of the program that has been developed, especially at Engenia, don’t really pursue it, it feels like it will be difficult for them to apply it, especially in everyday life. We are required to speak English. The lack of perseverance that exists within them “causing loss of vocabulary because it is rarely used. If this is the case then when speaking, either in everyday life or during a performance, there will be an element of combining the source language with the language that must be applied. This will result in language interference”.<sup>92</sup>

Based on all the answers above, it can be concluded that the insufficient of word/vocabulary that is rarely used is one of the factors causing interference

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<sup>91</sup> Sulistiawati, Interview by Whatsapp (January 23, 2024) at 09:30 am

<sup>92</sup> Ainiyah, Interview by Whatsapp (January 23, 2024) at 07:06 am

by students during performance because this affects their ability to pronounce English.

#### **e. Need for Synonyms**

The next question is related to the need synonyms, whether or not to interference. Following are the answers from English tutors:

Mrs. W said “Yes, because the use of synonyms is very important in language to avoid using the same words repeatedly to avoid boredom. So language users often borrow vocabulary from the source language to provide synonyms in the recipient language so that interference occurs”.<sup>93</sup>

Meanwhile, Mrs. S “Actually, I don’t think synonyms are very important and are not a strong reason for this interference, because in my opinion synonyms are needed when we don’t know or only serve as material for expanding understanding of a vocabulary. And they have no influence on the occurrence of interference in speaking performance at Engenia”.<sup>94</sup> Meanwhile, Mrs. A said “Yes. Because having synonyms as a variation in word choice can avoid using the same vocabulary repeatedly”.<sup>95</sup>

According to Mrs. W and Mrs. A, the need for synonyms is an interference factor, this is to avoid word repetition, whereas according to Mrs. S, the need

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<sup>93</sup> Wirdiana, Interview by Whatsapp (January 23, 2024) at 08:10 am

<sup>94</sup> Sulistiawati, Interview by Whatsapp (January 23, 2024) at 09:30 am

<sup>95</sup> Ainiyah, Interview by Whatsapp (January 23, 2024) at 07:06 am

for synonyms is not a reason (factor) for interference because synonyms are only an extension of understanding knowledge.

#### **f. Prestige of Source Language and Language Style**

Other question is about prestige of source language and language style. This is the answer from the English tutor:

According to Mrs. W “Yes, because in some conditions, speakers consider that the ability to master the source language is considered a prestige in interacting. So when someone learns a second language, he will try to insert several elements of the source language to show that he also has the ability to pronounce that language , and causes the emergence of a language style”.<sup>96</sup>

And according to Mrs. S “Of course, because it is related to what language they often use and where they interact daily. So it is more embedded in their understanding because it is more familiar to hear and understand. Because basically they use Madurese more often than they speak English”.<sup>97</sup>

Meanwhile, according to Mrs. A “Yes. The prestige of the source language and language style can encourage the emergence of language interference. It will arise in language users to show that they are able to master the language. This becomes prestige for language users. Especially for engenia students,

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<sup>96</sup> Wirdiana, Interview by Whatsapp (January 23, 2024) at 08:10 am

<sup>97</sup> Sulistiawati, Interview by Whatsapp (January 23, 2024) at 09:30 am

during their performance they will be more persistent in demonstrate their abilities”.<sup>98</sup>

Based on some of the answers above, the prestige of source language and language style is also an interference factor, because someone who studies English will think from within themselves that they are able to master the language.

### **g. Carrying Over Habits in the Mother Tongue**

In the final interview, the researcher asked about continuing habits in the mother tongue. Following are the answers from tutors:

Mrs. W believes that “Yes, because a habit becomes something that is inherent in that person. The characteristic of the Madurese language that we use is that it sounds a bit loud (gherre), people who have been used to speaking Indonesian since birth, then they learn Madurese, definitely it sounds stiff (gherre). Likewise, when people who are used to speaking Madurese then learn a foreign language (English), the linguistic elements contained in Madurese will definitely be carried over into English, both in terms of sound, accent and intonation”.<sup>99</sup>

“When it becomes a habit it will be more difficult to improve, this is not in terms of behavior as well as when we speak. So don’t be surprised if engenia students when they speak English their accent is more towards Madurese

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<sup>98</sup> Ainiyah, Interview by Whatsapp (January 23, 2024) at 07:06 am

<sup>99</sup> Wirdiana, Interview by Whatsapp (January 23, 2024) at 08:10 am



because the majority of them come from Madurese whose mother tongue is the language, Madurese. So this interference occurs when they speak English. And this requires quite a lot of time to make adjustments and learn for them to be able to differentiate between good and correct ways of communicating in English and Madurese, one of which is through sharpening. Talent in this dual language performance activity”.<sup>100</sup>

Meanwhile, Mrs. A said “Yes. It’s very clear. That carrying over the habit of using the mother tongue can cause language interference. Because the language they know first is the mother tongue. Apart from that, the lack of vocabulary in the second language causes the mother tongue to become a reference to complete sentences when they talk”.<sup>101</sup>

Based on the statement above, it can be concluded that the habit of using the mother tongue greatly influences the target language learning process (English). So it is not surprising that his Madurese accent is very thick when he pronounces English.

## **B. Research Discussion**

In this section, the researcher will analyze the research findings, which will be analyzed based on the findings of problems in the field. The first problem finding is to analyze how is interference of Madurese language to the students speaking performance in Engenia English Club and the second is

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<sup>100</sup> Sulistiawati, Interview by Whatsapp (January 23, 2024) at 09:30 am

<sup>101</sup> Ainiyah, Interview by Whatsapp (January 23, 2024) at 07:06 am

about the factors that causes the interference of Madurese language to the students speaking performance in Engenia English Club. The data analyzed in the research findings is data found when Engenia students spoke English in their performances, including speech, storytelling and poem.

### **1. The Interference of Madurese Language to the Students Speaking Performance in Engenia English Club**

Based on the results of observations and interference interviews conducted by Engenia students during their performance, they tend to brought their Madurese accent into English. Apart from that, during the performance, most of their accents are drawn out.

In line with this, Mrs. W said that this happened because of the influence of the mother tongue system during the second learning process<sup>102</sup>. Apart from that, Mrs. S said that the background of Engenia students was one of the factors in inaccurate pronunciation of vocabulary in English. The accent that appears when they speak (performance) is still thick with the Madurese accent<sup>103</sup>. This is in accordance with the theory put forward by Abdul Chaer & Leonie Agustina in their book entitled “Sosiolinguistik Perkenalan Awal”<sup>104</sup>. Because Engenia English Club students use Madurese language elements in learning English, which causes errors (interference).

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<sup>102</sup> Wirdiana, English Tutor in Engenia English Club at Annuqayah Islamic Boarding School, Interview by Whatsapp (January 23, 2024) at 08:10 am

<sup>103</sup> Sulistiawati, English Tutor in Engenia English Club at Annuqayah Islamic Boarding School, Interview by Whatsapp (January 23, 2024) at 09:30 am

<sup>104</sup> Chaer&Agustina, Sosiolinguistik Perkenalan Awal.,p. 120

Apart from that, Nurul Istiana in her journal entitled “English Pronunciation Error’s by the Seventh Grade Madurese Students” said that the pronunciation in Madurese is jerked and emphasized especially on the letters b, d, j. G. Jh, dh and bh or in consonant clusters such as hh, dd and bb. However, this stress often occurs on the middle syllable<sup>105</sup>. For example, in the word ‘Almighty’, Engenia students pronounce the word /ɔ:lmaɪti/ become /ɔ:lmaɪg<sup>h</sup>ti/. Apart from that, there is interference in the pronunciation of double consonants in the middle position<sup>106</sup>, for example Engenia English Club students say the word ‘innards’, the correct pronunciation is /ɪnərdz/ while the speaker (Engenia student) pronounced /ɪnnərdz/.

Apart from interference occurring in the pronunciation of double consonants, there is interference because in Madurese there is no distinction between writing and how it is pronounced, in contrast to English, in English there is a very different between writing and pronunciation<sup>107</sup>. Based on the explanation above, the researcher will discuss other findings into 4 categories, they are:

#### **a. Sound Addition**

Sound addition occurs when a second language learner adds another sound or phoneme to the intended phonetics. Adding the phoneme /r/ when

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<sup>105</sup> Nurul Istiana, “English Pronunciation Error’s by the Seventh Grade Madurese Students,” 77.

<sup>106</sup> Nurul Istiana, 77.

<sup>107</sup> Nurul Istiana, 78.

pronouncing the word /kɔ:s/ becomes /kɔ:rs/ this happens because in Madurese if a word contains the consonant /r/ the reading method is vibrated because it is an alveolar vibrating consonant, whereas in English phonology the consonant /r/ is not read if it is followed by another consonant<sup>108</sup>. Adding phoneme /ʌ/ when pronouncing the word /metl/ becomes /metʌl/, adding the phoneme /w/ in the word /rɔŋ/ becomes /wrɔŋ/ and adding phoneme /f/ in pronouncing the word /betə(r)/ becomes /betfə(r)/. So the word mentioned above experiences interference by adding other phonemes to the word, this is because the pronunciation of the word in the madurese form is in accordance with what is written, while the pronunciation in English is different from the written on<sup>109</sup>.

### **b. Sound Replacement**

This categories of phonological interference most often used by students, because it tends to replace the actual phoneme with another phoneme. As in the word “prophet” the phoneme /f/ is replaced to /p/ and the phoneme /ɪ/ is replaced to /e/, so that the word /'prɒfɪt/ became /'prɒpet/, this is because in general, the word that containing this consonant are absorption elements, so that most speakers have difficulty pronouncing this consonant

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<sup>108</sup> Akhmad Sofyan, Bambang Wibisono, Abdus Syukur Ghazali, Azis Sukardi, *Tata Bahasa Bahasa Madura*, 41.

<sup>109</sup> Nurul Istiana, “English Pronunciation Error’s by the Seventh Grade Madurese Students,” 77.

/f/ and replace it with /p/<sup>110</sup>. Other interference occurs in the word “But” the phoneme /ə/ replaced by /ʌ/, this is because the vowel /ʌ/ combined with voiced consonant /b/ so the word /bət/ became /bʌt/<sup>111</sup>. The word “perhaps” and “imagine” are replaced phoneme /æ/ become /e/ sound, because in Madurese there are only three diphthongs, namely: /ay/ /oy/ and /uy, and there is no diphthong /æ/ so the word /pə'hæps/ has been read /pə'heps/ and the word /ɪmædʒɪn/ pronounced /ɪmedʒɪn/<sup>112</sup>.

The word /dɪ'zɑm/ became /dɪ'sɑm/ because most speakers have difficulty pronouncing the consonant /z/ and replaced it with consonant /s/, this interference also found in the word “as” and “result”<sup>113</sup>. /pɒlə'tɪks/ became /pɔlə'tɪks/ because in Madurese nothing vowel /ɒ/ so the speakers replaced by vowel /ɔ/<sup>114</sup>. The word /əbteɪnd/ became /ɔbtɑnd/, this interference occurs because in Madurese nothing diphthong /eɪ/ so the speakers replaced with diphthong /ɑɪ/<sup>115</sup>. The word “emancipation” and the word “established” the phoneme [ɪ] replaced [e] and phoneme [æ] replaced [a], because in Madurese nothing the diphthong [æ] so

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<sup>110</sup> Akhmad Sofyan, Bambang Wibisono, Abdus Syukur Ghazali, Azis Sukardi, *Tata Bahasa Bahasa Madura*, 39–40.

<sup>111</sup> Akhmad Sofyan, Bambang Wibisono, Abdus Syukur Ghazali, Azis Sukardi, 30.

<sup>112</sup> Akhmad Sofyan, Bambang Wibisono, Abdus Syukur Ghazali, Azis Sukardi, 34.

<sup>113</sup> Akhmad Sofyan, Bambang Wibisono, Abdus Syukur Ghazali, Azis Sukardi, 40.

<sup>114</sup> Akhmad Sofyan, Bambang Wibisono, Abdus Syukur Ghazali, Azis Sukardi, 31.

<sup>115</sup> Akhmad Sofyan, Bambang Wibisono, Abdus Syukur Ghazali, Azis Sukardi, 34.

the word /i'mænsi'peɪfn/ should be pronounced as /emansi'peɪfn/ and the word /i'stæblɪfd/ should be pronounced /e'stablɪfd/<sup>116</sup>.

This interference happens because students tend to pay attention to the letters but do not pronounce the actual sound. This is an automatic transfer from first language habits to the target language, and also lack of practice and rarely using a dictionary makes the students not know the correct pronunciation. The result of this research are supported by Dulay et.al which states that interference is an automatic transfer due to habitual surface structure of the first language to the surface of the target language<sup>117</sup>.

### c. Sound Omission

In this section, second language learners (Engenia Students) tent to omit phonemes that should be pronounced. This usually occurs in the pronunciation of vowel, diphthong and consonant which are simplified into short vowels, such as /æ'tend/ pronounced as /æ'ten/ this word contain of final consonant cluster /nd/so the speakers omitted the consonant [d], other interference also found in the word /ɪm'pɔ:tnt/ pronounced /ɪm'pɔ:tn/ because the speakers omitted the consonant [t]. It happened because in Madurese phonology the final consonant clusters do not exist<sup>118</sup>. the word /wɪtʃ/ pronounced /wɪʃ/and the word /rɪtʃ/ pronounced /rɪʃ/

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<sup>116</sup> Akhmad Sofyan, Bambang Wibisono, Abdus Syukur Ghazali, Azis Sukardi, 34.

<sup>117</sup> Dulay et.al, Language Two, Oxford University Press: 1982

<sup>118</sup> Akhmad Sofyan, Bambang Wibisono, Abdus Syukur Ghazali, Azis Sukardi, *Tata Bahasa Bahasa Madura*, 50.

because the speakers omitted phoneme [t], the word /leit/ pronounced /let, /ɒblɪ'geɪfn/ pronounced /ɒblɪ'gefn/, /leid/ pronounced as /led/ and /pa:'tɪsɪpet/ pronounced /pa:'tɪsɪpet/, this is because the speakers omitted phoneme [ɪ].

The word /fɔ:tʃu:n/ pronounced /fɔ:tu:n/ and the word /edʒu'keɪfn/ pronounced /edu'keɪfn/, the speakers omitted phoneme [ʃ] in the word “fortune”, and omitted [ʒ] in the word “education” this is because in Madurese phonology there is no consonant [ʃ] and [ʒ]<sup>119</sup>. The omission of phonemes occurs due to the influence of the speed of pronunciation by speakers.

#### **d. Sound Combination**

Apart from interference that occurs in sound addition, sound replacement and sound omission, interference also occurs in sound combinations. Which includes the combined interference carried out by the students of Engenia English Club, namely combined interference between sound addition and replacement, sound replacement and omission, and combination sound addition replacement and omission.

In the word “guide” there is an addition of vowel [h] sound and replace the diphthong [aɪ] become [uɪ] sound, because pronunciation in Madurese is

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<sup>119</sup> Akhmad Sofyan, Bambang Wibisono, Abdus Syukur Ghazali, Azis Sukardi, 37.

jerky and emphasized so the word /gaid/ pronounced as /gaid<sup>h</sup>/<sup>120</sup>. “Precious” adding phoneme [j]+[u] and replace phoneme [ʃ] become [s] and replace phoneme [ə] become [ɪ] sound, because in Madurese phonology does not exist the consonant [ʃ] so the word /prefəs/>/presiju:s/. “Honoured” adding phoneme [h] and replace phoneme [ə] become [ɒ] sound, so the word /'ɒnə(r)d/>/hɒnɒ(r)d/ this is because in Madurese language nothing differences between the writing and reading the word. This is interference also occurs in the word “highest” and “extremely”.

In the word “embrassing” the speakers omitted phoneme [æ], replaced phoneme [ə] become [a] and added phoneme [s] sound, so the word /ɪm'bræsɪŋ/ pronounced /ɪm'brassɪŋ/. It happened because Engenia students pronouncing the double consonant in the middle position. Apart from that, the Madurese language has gemination so that the speaker (Engenia Students) can pronounce the word by doubling or geminating the word.

While in the word “opportunity” the speakers added phoneme [p]+[r], replaced phoneme [ə] become [ɒ], replaced phoneme [ə] become [i] and omitted phoneme [j] and vowel [u], this interference occurs in the word “opportunity” because in Madurese phonology does not exist phoneme

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<sup>120</sup> Nurul Istiana, “English Pronunciation Error’s by the Seventh Grade Madurese Students,” 77.



/ju:/so the speakers pronounced the word  
/ɒpə'tju:nəti/>/ɒppɒ(r)tuniti/.

## **2. The Factors That Causes the Interference of Madurese Language to the Students Speaking Performance in Engenia English Club**

Based on the research results, it was found that the interference that occurred among Engenia English Club students was caused by accents, where there was incorrect pronunciation of vocabulary. The visible accent is a Madurese accent whose accent is pulled, just like the pronunciation of the words /nəʊ//mɪs/ pronounced /ənnɒ//mɪs/. This is influenced by the strong mother tongue they have mastered since childhood.

There are other factors that cause interference, these factors will be described in the theory put forward by Weinreich. The factors proposed by Weinreich include:

### **a. Bilingualism of Speaker's**

Since birth, Engenia students have been introduced to the Madurese language, because they are native Madurese. When they sit in student seats, they begin to be taught what is called English, as additional knowledge. However, when they boarded at the Annuqayah Islamic boarding school, and wanted to deepen their English, they took part in Engenia English club activities. When they study English further, in their daily lives they are trained to be able to speak English. However, when they speak English they

incorporate Madurese language elements into their speaking activity or speaking performance.

In line with the theory put forward by Hortman and Stoork that interference is caused by the carryover of speech habits of the mother tongue language or dialect into a second language or dialect<sup>121</sup>. Unconsciously, when communicating and during performances, Engenia students use Madurese when speaking in an English context, this is the factor that causes interference. So it can be concluded that the bilingualism speakers of Engenia students are a factor causing interference by Engenia English Club students.

#### **b. The Thin Loyalty of the Recipient Language Users**

What is meant by low loyalty of recipient language speakers is the low ability or knowledge of English students (the second language being studied). This will lead to ignoring the rules of the English language which will then result in the taking of elements of the source language (Madurese language) which are better mastered. In the end, English spoken both orally and in writing will be interfered with by Madurese in various forms in an uncontrolled manner.

Apart from that, Engenia English Club students are not fluent in speaking performance, because they lack memorization of English vocabulary and also rarely apply the vocabulary they have mastered so that during the performance there are many words that are interfered with. Based on the explanation above,

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<sup>121</sup> Nengah Suandi., p. 117

it can be concluded that Engenia students must really understand the rules of English, so that elements of the Madurese language are not taken away when pronouncing English.

### **c. Insufficient Recipient Language Vocabulary**

Whether or not Engenia English Club students' English vocabulary is sufficient depends on their ability to learn the rules of the target language (English). Basically, the background behind Engenia students learning English is with certain aims and objectives that support their lives, therefore the Engenia students' learning process adapts to their own needs and intentions. If Engenia students do not have a lot of adequate English vocabulary to interact, then they will use/incorporate vocabulary elements from their mother tongue, namely Madurese. This process causes interference. Therefore, it is considered very important for Engenia students to master their English vocabulary, because the more vocabulary they master, the easier it will be applied in speaking, writing and listening.

### **d. The Disappearance of Rarely Used Words**

English vocabulary that is rarely used by Engenia students will eventually disappear. Because basically, when someone has a good English vocabulary, the way to maintain their vocabulary is to practice it in everyday life. If someone just memorizes without practicing, the vocabulary memorized at the beginning will be lost. If this happens, the amount of vocabulary mastered by the speaker will decrease, which will affect the ability to pronounce the

language. Just like the previous point, if the speaker (Engenia student) experiences problems pronouncing the missing vocabulary, the speaker will take elements from the mother tongue and then an interference process will occur.

This is in accordance with the theory put forward by Weinreich in his book which states that interference caused by the loss of vocabulary that is rarely used will cause interference. This interference is characterized by the presence of absorbed elements from the mother tongue which will be integrated more quickly because these elements are needed in the recipient language (English).<sup>122</sup>

#### **e. The Need For Synonyms**

Synonyms are a means of variation in language. The use of synonyms is considered very important in language because it aims to avoid using the same words repeatedly to avoid boredom. Engenia English club students often borrow vocabulary from Madurese to provide synonyms for English, resulting in interference. Borrowing activities were carried out by Engenia English club students because they promised to find equivalent words in the same language (English). As in the sentence “len jelenan” (in Madurese), when Engenia English club students want to say the sentence “len jelenan” in English it changes to “king-walking”. This happens because Engenia English club students only know that the English word for “jelen” is “walking”, so when

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<sup>122</sup> Nengah Suandi., p. 118

they want to say the word “len jelenan” (in Madurese) it becomes “king-walking” (in English). Even though the correct sentence is “take a walk”, or can also say “go for a walk”. The loss or limited ability of them to know synonyms for understanding in English will cause interference.

#### **f. Prestige of Source Language and Language Style**

In several conditions, Engenia English Club students consider that the ability to master the target language (English) is a prestige if shown in interactions. Just like saying the word “wrong”. The word should be read /rɒŋ/ but the Engenia English club students pronounce it /wɒŋ/. This triggers interference with English, because Engenia English club students insert several elements of the source language to show that they have the ability to pronounce that language. This phenomenon leads to the emergence of a style in language.

#### **g. Carrying Over Habits in the Mother Tongue**

In this case, the carrying over of mother tongue habits occurred due to the Engenia English Club students’ lack of ability to speak English. Bearing in mind that their level of Madurese language skills which is relatively high will greatly influence their English pronunciation which is classified as lower when facing a language barrier. The pronunciation in English sounds very unique, whereas in Madurese it sounds like pressing.

It can be concluded that all of factors mentioned by Weinreich can cause phonological interference for Engenia English Club Students in their performance,

such as: can cause misunderstanding or difficulties for native English speakers to understand, and also can lead to misunderstanding effectively especially in formal condition that require clear communication